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ABSTRACT

During 1987 and 1988, a Knowledge Base Action Group appointed through the Center for Change in Teacher Education sponsored a series of leadership workshops in various regions of the country on institutional change processes and ways to use the knowledge bases in designing teacher preparation programs. The major work of the group was to assemble a set of juried statements prepared by leading figures in various fields of education to reflect the knowledge needed by professionally responsible beginning teachers. In this context, a detailed study was conducted of beliefs about the knowledge bases for teacher education in four separate settings. The aim was to secure data for use in action group planning and development activities. This report provides preliminary findings from these surveys. Three of the surveys were conducted in connection with workshops devoted to a consideration of the knowledge bases for teacher education. The fourth survey was conducted within one large university faculty group, using a mailed questionnaire. A copy of the questionnaire is appended as well as tables displaying summaries of questionnaire results. (JD)

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Knowledge Bases for the Beginning Teacher

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Paper Presented at the Annual Meeting of the
American Association for Colleges of Teacher Education
New Orleans, Louisana
February 20, 1988

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KNOWLEDGE BASES FOR THE BEGINNING TEACHER

Maynard C. Reynolds and Sharon M. Strom
University of Minnesota

Perspective

In 1986, under the auspices of the newly organized Center for Change in Teacher Education, AACTE launched a major project concerning the knowledge bases for teaching. A Knowledge Base Action Group, appointed through the center, has undertaken several activities designed to assist efforts to map the knowledge bases, to build related understandings, and to increase the rigor with which they are incorporated in teacher preparation. During 1987 and 1988, the action group is sponsoring a series of leadership workshops in various regions of the country on institutional change processes and ways to use the knowledge bases in designing teacher preparation programs.

The major work of the Action Group, currently underway, is to assemble a set of juried statements prepared by leading figures in various fields of teacher education to reflect the knowledge needed by professionally responsible beginning teachers. It is hoped that this publication (KBBT), scheduled for printing during the Summer of 1988, will be of use to teacher educators in thinking about their programs, in considering needed changes, and in planning ways to organize efforts to improve teacher preparation. Procedures for continuing professional dialogue about the knowledge base and for systematic revisions and updating of the statements published by AACTE are additional parts of the project.

It is in this context that the KBBT staff conducted a detailed study of beliefs about the knowledge bases for teacher education in

four separate settings. The aim was to secure data for use in action group planning and development activities. This report provides preliminary findings from these surveys.

Method

Participants. Three of the surveys were conducted in connection with workshops devoted to a consideration of the knowledge bases for teacher education. These workshops were designed to build awareness and understanding among faculty and administrators interested in initiating planned change. The fourth survey was conducted within one large University faculty group, using a mailed questionnaire.

Two of the workshops were national in scope and sponsored by AACTE. The first was held in the summer of 1987 (N=70) and the second during Fall 1987 (N=121). These groups consisted of roughly two-thirds faculty and one third deans. In both locations, the majority of the participants came from public institutions with accredited four year teacher preparation programs. In the third group, all of the forty-three faculty (80%) and administrators (20%) who attended a state-wide meeting (organized by the state association of colleges for teacher education) came from institutions with accredited programs. In the fourth survey of university faculty members in an accredited program, the same workshop questionaire was used; 64 teacher educators (including about 15% administrators) responded. In all, participants in these four settings returned 345 useable questionnaire sections.

Instrument. The survey instrument was an objectively scored, paper and pencil device. Addititionally, space was provided on the questionnaire for participant comments about the topics included in the

outline and any suggestions for modifying the content/structure of the chapter under consideration. Color-coded sections of the questionnaire were used to organize focused discussion groups at the workshops.

The questionnaire contained twenty-two separate content statements on various aspects of the knowledge base, one each for 22 of 25 chapters to be included in the "charter" edition of the Knowledge Bases for the Beginning Teacher. The structuring of the content was provided by the Knowledge Base Action Group.[1] A copy of the survey which includes a full listing of chapter contents is provided in Appendix A.

Each page of the questionnaire consisted of an outline of the chapter content and a series of seven questions keyed on a 10-point Likert scale. Participants were asked to circle the response category which best reflected their beliefs. These items dealt with the extent of agreement about the importance of the topic (both their own and an estimation of agreement among faculty in their organizational units); completeness of coverage of the topic in present programs; faculty preparedness to teach in each domain; the adequacy of the resource base to teach effectively in each area; and the usefulness of national publications and workshops on this topic.

Results

Preliminary findings are presented in Tables 1 to 5 in Appendix B. The tables are organized by questionnaire item. Percentages are shown for three response categories by setting (2 national, 1 state-wide and

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[1] Members of the Action Group on the Knowledge Base: William Gardner (Chair), Henrietta Barnes, Leonard Beckum, Gary Griffin, Judson Hixson, Frank Murray, Maynard Reynolds, Shirley Richner, Samuel Yarger (David Imig, ExOfficio).

1 university) and by each chapter included in the color-coded section of the questionnaire. The total number of respondents for each setting is shown in a footnote on each table.

In the summary that follows, highlights from these data are provided by questionnaire item:

Question 1: In 16 of the 22 chapters rated, the majority of participants (50-100%) in all four setting reported very high agreement about the importance of the topic under consideration as a part of the knowledge base for all beginning teachers.

Some variation of opinion was noted among the settings on chapters 12, 13, 14, 20, 21, and 22 which deal with knowledge of Social and Political Contexts, The School District, How Schools Work, Quantitative Thinking, Teacher Role in Classroom Guidance, and Professional Communication and Collaboration respectively. As can be seen in Table 3, for example, Chapter 13, "The School District," received low ratings in the national and state-wide settings. Only 9 to 21% of the participants agreed that all beginning teachers need to know something about organizational policies and practices which affect instruction.

Question 2: As might be expected, workshop participants indicated greater division of opinion among their faculties about the importance of the 22 topics as part of the knowledge base for all beginning teachers. However, the majority of participants (50-100%) in at least three of the four settings gave very high agreement ratings to 14 chapters. Notable among these are the consistently high ratings given to chapters 15, 16, 17, and 18. These chapters focus on knowledge of Instruction, Interactive Teaching, Evaluation, and Subject Specific

Pedagogy. With the possible exception of knowledge of Evaluation, these chapters deal with curriculum content typically associated with teacher training. On the other hand, chapters which include foundational components such as chapters 6, 8, 12, 13, 14, and 24 had lower agreement ratings in two to four settings. These findings suggest that participants believe that some uncertainty probably exists among faculty about the links between foundational and professional studies and hence, possibly some question about the significance of these topics.

Question 3: In ratings of coverage of the various topics in present programs, the majority of participants (50-85%) in at least three settings gave high ratings to chapters which deal with knowledge about Classroom Management, Personal and Social Development, Instruction, and Interactive Teaching. This indication of relatively complete coverage of content could be viewed as reflecting important program strengths.

In contrast, the majority of chapters (3, 6, 8, 9, 11, 12, 13, 14, 18, 19, 20, 21, 22, 23, 24) received lower ratings in two to four settings which indicates that coverage of topics in these domains was considered only partial or less. In view of NCATE Redesign Standards, this finding could be viewed as weaknesses of present programs. For example, 20-39% of participants (in one to three settings) marked "no coverage" for topics related to knowledge about Principles of Sociology and Anthropology, Teaching Students to be Self Regulatory, Reading and Writing (across the curriculum), topics covered in chapters 6, 8, and 19 respectively.

Question 4: Although estimations of faculty preparedness to teach in each domain vary somewhat with the setting, some agreement is evident. On one hand, the majority of participants (52-90%) in all four settings answered "yes" that they now have faculty who are well prepared to teach content contained in chapters 11 (Children at Risk), 15 (Instruction), and 16 (Interactive Teaching). Similarly, consistently high ratings were obtained from participants in three settings for chapter 4, 5, 10, 17, 19, and 21. On the other hand, less than 40% of the participants (in 3-4 settings) believe that they have the faculty to teach Principles of Sociology and Anthropology (6), Continuing Professional Growth (24), and How Schools Work (14).

Question 5: In addition to estimations of faculty knowledge and skill, participants were asked to indicate whether they have the resource base to teach effectively in each area. The majority of participants say they lack necessary resources, including practicum sites and special materials. For example, less than 40% of participants in all four settings indicate they have adequate resources to teach chapters 3, 4, 12, 13, 14, 23, and 24 effectively. Similar results were obtained from participants in three settings for chapters 5, 9, 10, 11, 20, 21, and 22. Apparently over 40% of the respondents in at least two settings feel they have the needed resources to teach content related to Instruction, Interactive Teaching, Evaluation, and Subject Specific Pedagogy.

Question 6: Participant ratings of the usefulness of a series of publications developed nationally for distribution to a wide audience seem to vary across settings. Some consistency shows up in two to four

settings for 15 chapters (3, 4, 5, 6, 7, 8, 10, 11, 16, 17, 18, 19, 21, 23, 24). Here the majority (50-86%) believe that publications on these topics would be useful. Less than 40% of the respondents in two or more settings consider publications very useful for chapters dealing with knowledge about The School District (13), How Schools Work (14), Quantitative Thinking (20), and Professional Functions and Responsibilities (22).

Question 7: Although the majority seem to consider AACTE workshops somewhat helpful on most chapter topics, participants seem more skeptical about the overall utility of special conferences. However, no apparent consistency is evident in participant responses across all four settings. The majority of participants (50-66%) from two settings indicate that workshops would be very useful for topics related to knowledge about General Pedagogy, Teaching Students to be Self-Regulatory, Interactive Teaching, and Ethical and Legal Challenges. Lowest ratings of usefulness were obtained from the majority of participants in all four settings for Chapter 13 on the School District.

Implications for Planning and Development Activities

Although there are obvious limits in the study, these preliminary results provide some indication of the perceived expectations and beliefs about important aspects of the knowledge base and attitudes toward change held by faculty and administrators from a variety of institutional settings. With a few exceptions, participants seemed to recognize the significance of the topics examined, but expected some division of opinion among their faculties about the relevance of certain domains. This underscores the importance of continued faculty

discussion to clarify basic concepts and to explore relationships among the knowledge bases.

In many programs it appears that resources (including knowledgable faculty) are lacking and may be a large practical factor in considering aspects of the knowledge base. Also, there seems to be more readiness at this point to respond to national publications than focused workshops on various topics. Feelings about previous workshops might affect expectations regarding any proposals for special conferences.

The contextual data from these several sources are now being fed into ongoing planning of specific KBBT project activities such as decisions connected with (1) review and criticism of the KBBT publication, (2) designs for revised editions, (3) ways to stimulate ongoing dialogue about the improvement of the content of teacher preparation, (4) plans for a "how to" set of publications, (5) special conferences for updating teacher educators, (6) working to influence public policies on teacher licensing, and (7) implementing the KBBT in approaches to accreditation issues.

APPENDIX A

Chapter III - Knowledge of Subject Matter.

This chapter would not provide substantive detail in any field. It will treat only ways of structuring substantive knowledge.

1. Substantive or Propositional Knowledge--theories, concepts, facts, principles, ideas, and relationships among principles within a discipline/field (ways this knowledge is organized or structured (E.g., Schwab, 1964).

2. Syntactic Knowledge--canons of evidence and proof that guide inquiry in the discipline/field and how the field creates and evaluates what is taken for knowledge in the discipline (E.g., Schwab, 1964; Buchmann & Floden).

3. Specialized Knowledge for Teaching--multiple, appropriate representations of topics i.e., analogies, illustrations, metaphors, examples (Wilson & Shulman); multiple linkages across concepts (Leinhardt & Smith,1985) and common misconceptions, in general and in relation to particular topics (Osborne & Freyberg Anderson, Smith & Roth [Science]; others in other fields); how to organize knowledge for teaching (see Jackson, 1978 in The Practice of Teaching).

4. Situational or Conditional Knowledge--how the discipline is used in daily life. Schemas for use in the real world and in teaching.

Write notes you wish to keep here:

CLIP LINE: The questionnaire side will be returned at end of meeting to Workshop Coordinator

This side of sheet to be turned in to workshop coordinator at end of meeting.

Do you agree on importance of this topic as part of the knowledge base for all teachers?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Dis-agreement				Some Div. of Opinion						Very High Agreement
	0	1	2	3	4	5	6	7	8	9	10
How complete is coverage of this topic in your present program(s)?	None				Partial						Complete
	0	1	2	3	4	5	6	7	8	9	10
Do you now have faculty who are well prepared to teach in this domain?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need				Somewhat						Very Useful
	0	1	2	3	4	5	6	7	8	9	10
Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat						Yes
	0	1	2	3	4	5	6	7	8	9	10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

About how many teachers are graduated from your college each year? _____

What advanced degree(s) does your college offer in the field of education? Check appropriate.

MEd ___ MA ___ EdS ___ EdD ___ PhD ___

Chapter IV - Knowledge of Pedagogy--General Pedagogy.

This chapter is viewed as foundational in character, multidisciplinary but mainly psychological in source, yet structured quite strictly in accord with pedagogical aims and practices.

Knowledge of theories and general principles of teaching and learning that cut across disciplines

a. Conceptions of the teaching-learning processes and implications of alternative views for achieving different objectives (See Gagne' & Briggs, Bloom)

1) Knowledge Reproduction Conception: i.e., students reproduce knowledge presented--little or no emphasis on learner cognitions; assumes a passive role for the learner

2) Developmental Growth Conception: i.e., students learn what they are ready to learn when they are ready to learn it--teacher is facilitator and stimulator for multiple opportunities to learn. (Traditional developmental theories, e.g., Piaget, Bruner)

3) Cognitive Change Conception: i.e., students construct knowledge and understanding based on prior knowledge and their grasp of new knowledge presented--teacher is a mediator between their own understandings and the understanding students are creating (See Anderson & Smith [Science], Robbie Case-Synthesis of evolution of this conception, Schoenfeld [Math], Scardamalia & Bereiter [Writing], R. Anderson [Reading], Vygotsky [general development])

Write notes you wish to keep here:

CLIP LINE: The questionnaire side will be returned at end of meeting to Workshop Coordinator

Do you agree on importance of this topic as part of the knowledge base for all teachers?	No Partially Yes	0 1 2 3 4 5 6 7 8 9 10
How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Dis-agreement Some Div. of Opinion Very High Agreement	0 1 2 3 4 5 6 7 8 9 10
How complete is coverage of this topic in your present program(s)?	None Partial Complete	0 1 2 3 4 5 6 7 8 9 10
Do you now have faculty who are well prepared to teach in this domain?	No Partially Yes	0 1 2 3 4 5 6 7 8 9 10
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No Partially Yes	0 1 2 3 4 5 6 7 8 9 10
How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need Somewhat Very Useful	0 1 2 3 4 5 6 7 8 9 10
Would it be useful to you if AACTE conducted special workshops in this area?	No Somewhat Yes	0 1 2 3 4 5 6 7 8 9 10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter V. Principles from Instructional Psychology

Knowledge of principles drawn from psychology, i.e., the role of motivation, reinforcement, clarity of explanations, advance organizers, guided practice, corrective feedback, task analysis and sequencing (G. Brophy, R. Anderson, D. Pearson, Glaser, Resnick). The role of the teacher as a mediator (scaffolding).

Knowledge of the role of social learning (Vygotsky). The development of higher order thinking skills (problem solving and learning strategies) through social interactions such as reciprocal teaching (A. Brown, and A. Palinscar, Rogoff).

Write notes you wish to keep here:

CLIP LINE: The questionnaire side will be returned at end of meeting to Workshop Coordinator

Do you agree on importance of this topic as part of the knowledge base for all teachers?	No				Partially							Yes
	0	1	2	3	4	5	6	7	8	9	10	
How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Dis-agreement				Some Div. of Opinion							Very High Agreement
	0	1	2	3	4	5	6	7	8	9	10	
How complete is coverage of this topic in your present program(s)?	None				Partial							Complete
	0	1	2	3	4	5	6	7	8	9	10	
Do you now have faculty who are well prepared to teach in this domain?	No				Partially							Yes
	0	1	2	3	4	5	6	7	8	9	10	
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No				Partially							Yes
	0	1	2	3	4	5	6	7	8	9	10	
How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need				Somewhat							Very Useful
	0	1	2	3	4	5	6	7	8	9	10	
Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat							Yes
	0	1	2	3	4	5	6	7	8	9	10	

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter VI - Principles from Sociology and Anthropology

Knowledge of sociology, socio-linguistics and anthropology. This chapter is primarily foundational in nature; its principle purpose is to provide insights that will assist in understanding the ecology of the typical classroom, e.g., the local meanings children and teachers construct as participants in a subculture; the need to look beneath surface similarities, comparative understanding of different social settings; the role of observation and interpretation in teaching, development of a reflective disposition about teaching and appreciation of alternative views.

Write notes you wish to keep here:

CLIP LINE: The questionnaire side will be returned at end of meeting to Workshop Coordinator

Do you agree on importance of this topic as part of the knowledge base for all teachers?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Dis-agreement				Some Div. of Opinion						Very High Agreement
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How complete is coverage of this topic in your present program(s)?	None				Partial						Complete
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Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat						Yes
	0	1	2	3	4	5	6	7	8	9	10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter VII - Knowledge of General Pedagogy--Classroom Management

Knowledge of principles of classroom management and organization (Brophy, Doyle, Evertson, Emmer, Anderson)

1. Creating a positive learning climate that promotes responsible student behavior and prevents student disruptive behavior (Classroom management as a mechanism for establishing control and discipline).

   a) Establishing expectations, routines and classroom rules (Evertson) and positive learning climate (Walberg) and norms that support interdependence among students (i.e., Gene Stanford's Developing Classroom Groups).

   b) Maintaining positive learning environments--pacing, reducing task frustration, proximity control, responding to individual needs (emotional and physical as well as cognitive). (Kounin, Putman, L. Anderson, Doyle).

   c) Restoring positive learning environments

      1) Maintaining crises and conflicts. Confront problems in order to instill conflict resolution strategies. Conflict resolution leading to clear understandings.

      2) Responding to individual disruptive behavior (Brophy).

2. Managing individual and group instructional formats (classroom management strategies used primarily for instruction). Includes basic ideas on cooperative goal structuring (Johnson & Johnson; Slavin) as a means of teaching students about known differences, of creating positive interdependence among students, helping children learn from one another, increasing motivation, improving social relationships and raising academic learning.

Write notes you wish to keep here:

CLIP LINE: The questionnaire side will be returned at end of meeting to Workshop Coordinator

Do you agree on importance of this topic as part of the knowledge base for all teachers?	No				Partially							Yes
	0	1	2	3	4	5	6	7	8	9	10	
How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Disagreement				Some Div. of Opinion							Very High Agreement
	0	1	2	3	4	5	6	7	8	9	10	
How complete is coverage of this topic in your present program(s)?	None				Partial							Complete
	0	1	2	3	4	5	6	7	8	9	10	
Do you now have faculty who are well prepared to teach in this domain?	No				Partially							Yes
	0	1	2	3	4	5	6	7	8	9	10	
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No				Partially							Yes
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How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need				Somewhat							Very Useful
	0	1	2	3	4	5	6	7	8	9	10	
Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat							Yes
	0	1	2	3	4	5	6	7	8	9	10	

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter VIII - Teaching Students to be Self-Regulatory

Include topics such as self-discipline and meta-cognitive strategies. (See special issue of TIP, Autumn 85.) Should include a significant treatment of the metacognitive/strategies approach, with emphasis on teacher role in modeling and verbalizing strategic behavior, e.g., reciprocal teaching (Palinscar).

Write notes you wish to keep here:

CLIP LINE: The questionnaire side will be returned at end of meeting to Workshop Coordinator

Do you agree on importance of this topic as part of the knowledge base for all teachers?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Dis-agreement				Some Div. of Opinion						Very High Agreement
	0	1	2	3	4	5	6	7	8	9	10
How complete is coverage of this topic in your present program(s)?	None				Partial						Complete
	0	1	2	3	4	5	6	7	8	9	10
Do you now have faculty who are well prepared to teach in this domain?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need				Somewhat						Very Useful
	0	1	2	3	4	5	6	7	8	9	10
Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat						Yes
	0	1	2	3	4	5	6	7	8	9	10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter IX - Knowledge of Learners

1. Cognitive structure/organization of knowledge and prior knowledge (Ausubel, Rumelhart, R. Anderson, Bransford)

2. Metacognitive knowledge/executive control (A. Brown, Palinscar, Flavell, Paris)

3. Beliefs about self, task, subject matter (see S. Harter, Weinstein on self perceptions and perceptions of self in school; Doyle, Blumenfeld on task perceptions).

Write notes you wish to keep here:

CLIP LINE: The questionnaire side will be returned at end of meeting to Workshop Coordinator

Do you agree on importance of this topic as part of the knowledge base for all teachers?	No				Partially							Yes
	0	1	2	3	4	5	6	7	8	9	10	
How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Disagreement				Some Div. of Opinion							Very High Agreement
	0	1	2	3	4	5	6	7	8	9	10	
How complete is coverage of this topic in your present program(s)?	None				Partial							Complete
	0	1	2	3	4	5	6	7	8	9	10	
Do you now have faculty who are well prepared to teach in this domain?	No				Partially							Yes
	0	1	2	3	4	5	6	7	8	9	10	
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No				Partially							Yes
	0	1	2	3	4	5	6	7	8	9	10	
How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need				Somewhat							Very Useful
	0	1	2	3	4	5	6	7	8	9	10	
Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat							Yes
	0	1	2	3	4	5	6	7	8	9	10	

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter X - Knowledge of Learners--Personal and Social Development

1. Individual variability in self-concept, (S. Harter) learning styles, race, ethnicity, religion, gender, culture, language background, and social interaction patterns, emotional variability, and ability to adapt to different learning contexts --with implications for instruction.

2. Out-of-school influences on development (e.g., home and community factors--especially language and culture; Erickson, Au).

3. Background information, schema theory (Bransford-Vanderbilt; R. Anderson)

Write notes you wish to keep here:

CLIP LINE: The questionnaire side will be returned at end of meeting to Workshop Coordinator

Do you agree on importance of this topic as part of the knowledge base for all teachers?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Dis-agreement				Some Div. of Opinion						Very High Agreement
	0	1	2	3	4	5	6	7	8	9	10
How complete is coverage of this topic in your present program(s)?	None				Partial						Complete
	0	1	2	3	4	5	6	7	8	9	10
Do you now have faculty who are well prepared to teach in this domain?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need				Somewhat						Very Useful
	0	1	2	3	4	5	6	7	8	9	10
Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat						Yes
	0	1	2	3	4	5	6	7	8	9	10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter XI - Knowledge of Learners--Children at Risk

1. Demographics--numbers of children, proportions with problems, changing rates of morbidity, estimating numbers "at risk."
2. Exceptional students--retarded, gifted, learning disabled, physically handicapped, etc. Description, diagnosis, classification.
3. Other "at risk" categories (migrant, ill, neglected, abused, poor, etc.)
4. Special policies and programs, specialized resources, relations with general education, out-of-school resources, referral processes. Legal and regulatory considerations.

Write notes you wish to keep here:

CLIP LINE: The questionnaire side will be returned at end of meeting to Workshop Coordinator

Do you agree on importance of this topic as part of the knowledge base for all teachers?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Dis-agreement				Some Div. of Opinion						Very High Agreement
	0	1	2	3	4	5	6	7	8	9	10
How complete is coverage of this topic in your present program(s)?	None				Partial						Complete
	0	1	2	3	4	5	6	7	8	9	10
Do you now have faculty who are well prepared to teach in this domain?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need				Somewhat						Very Useful
	0	1	2	3	4	5	6	7	8	9	10
Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat						Yes
	0	1	2	3	4	5	6	7	8	9	10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter XII - Social and Political Contexts

1. Knowledge of social/political contexts and their influences on teaching

   a) Society's educational aims, goals, and purposes (academic, personal development, social responsibility, social integration, social justice [equity] and economic (including custodial care functions) (Ravitch, D., Goodlad, Sizer, Sedlak, Wheeler, Pullin & Cusick, P. Graham, Powell, Cohen, Botkin, Bronfenbrenner)

   b) Transforming educational purposes into educational programs

      1) Federal, state, and local priorities as demonstrated in illustrative legislation, financial support, and board policy (e.g., mandated curriculum or state/local adoption of curricular materials, Elmore, Rowan, Cohen, Cuban, Art Wise)

      2) Variability in community context--the racial, cultural, ethnic, or religious make-up of the community, primary sources of economic support and implications for instruction

Write notes you wish to keep here:

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Do you agree on importance of this topic as part of the knowledge base for all teachers?	No				Partially							Yes
	0	1	2	3	4	5	6	7	8	9	10	
How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Disagreement				Some Div. of Opinion							Very High Agreement
	0	1	2	3	4	5	6	7	8	9	10	
How complete is coverage of this topic in your present program(s)?	None				Partial							Complete
	0	1	2	3	4	5	6	7	8	9	10	
Do you now have faculty who are well prepared to teach in this domain?	No				Partially							Yes
	0	1	2	3	4	5	6	7	8	9	10	
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No				Partially							Yes
	0	1	2	3	4	5	6	7	8	9	10	
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	0	1	2	3	4	5	6	7	8	9	10	
Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat							Yes
	0	1	2	3	4	5	6	7	8	9	10	

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter XIII - The School District

1. Range of typical policies and organizational practices and implications for instruction
2. Means of assessing specific policies and practices and implications for teaching
3. Positive strategies for accommodating socialization pressures and maintaining personal goals/learners
4. Strategies for assessing givens and range of variability that exists within a teaching situation

Write notes you wish to keep here:

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Do you agree on importance of this topic as part of the knowledge base for all teachers?	No				Partially						Yes
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How complete is coverage of this topic in your present program(s)?	None				Partial						Complete
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Do you now have faculty who are well prepared to teach in this domain?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No				Partially						Yes
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How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need				Somewhat						Very Useful
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Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat						Yes
	0	1	2	3	4	5	6	7	8	9	10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter XIV - Social Organization of Classes and School Learning Environments: How Schools Work

Knowledge of the hidden aspects (norms, beliefs, practices) of teaching, learning, and schools and ways to make them explicit and open to critique and change.

1. The social nature of academic learning: The "hidden curriculum" (Jackson, Mehan, Cazden, Erickson, Florio-Ruane) and the links between curriculum, instruction, and child development.

2. Differential treatment and access to knowledge: Phillips' notion of "invisible culture;" relevant research on group differences and their educational importance; implications of cultural differences in thinking, beliefs, and values for instruction, grouping, and assessment.

3. Teacher thinking and planning: The "hidden world of teaching" (Clark & Yinger), norms that constrain teacher decisions and actions (Barnes, Berstein, Dreeben, etc.), "framing and focusing."

Write notes you wish to keep here:

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How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Dis-agreement				Some Div. of Opinion						Very High Agreement
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How complete is coverage of this topic in your present program(s)?	None				Partial						Complete
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Do you now have faculty who are well prepared to teach in this domain?	No				Partially						Yes
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How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need				Somewhat				Very Useful		
	0	1	2	3	4	5	6	7	8	9	10
Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat						Yes
	0	1	2	3	4	5	6	7	8	9	10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter XV - Knowledge of Instruction

1. Conceptions of relationships between subject matter, teaching, learning and reflection

2. Conceptions of the planning process

3. Understanding of how to assess variables of instruction (including materials and resources) and the environment to determine needed and possible instruction and create plans to carry it out

   a) How to set goals and formulate learning objectives (Tyler, Mager, Bloom)

   b) How to plan learning strategies and activities that fit objectives (Gagne' & Briggs); Linking content to lives of students--knowledge of content from other disciplines, current events, etc.

   c) How to evaluate learning outcomes

4. Conceptions of curriculum and understanding of curricular resources and ability to critically analyze their accuracy and appropriateness for various topics i.e., (Armbruster & Anderson--considerate texts; Osborn--worksheets & workbooks; Gagne'--task hierarchies; Reigeluth--Instructional Design)

Write notes you wish to keep here:

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Do you agree on importance of this topic as part of the knowledge base for all teachers?	No / Partially / Yes	0 1 2 3 4 5 6 7 8 9 10
How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Disagreement / Some Div. of Opinion / Very High Agreement	0 1 2 3 4 5 6 7 8 9 10
How complete is coverage of this topic in your present program(s)?	None / Partial / Complete	0 1 2 3 4 5 6 7 8 9 10
Do you now have faculty who are well prepared to teach in this domain?	No / Partially / Yes	0 1 2 3 4 5 6 7 8 9 10
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No / Partially / Yes	0 1 2 3 4 5 6 7 8 9 10
How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need / Somewhat / Very Useful	0 1 2 3 4 5 6 7 8 9 10
Would it be useful to you if AACTE conducted special workshops in this area?	No / Somewhat / Yes	0 1 2 3 4 5 6 7 8 9 10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter XVI - Instruction--Interactive Teaching

1. Knowledge of teacher effects research including coordination of activities, questions, expectations, alternative modes of tutoring, peer teaching, discovery (Brophy & Good)

2. Knowledge of lesson structure and skills needed to run a lesson smoothly, to explain clearly, to pass from one segment to another and to question appropriately to assess students' understandings (Leinhardt & Smith, 1985; Rosenshine, Brophy)

3. Knowledge of how to create appropriate learning tasks, modify or enhance curricular materials and build on student insights (W. Doyle, Anderson, C.). Using audio-visual aids to enhance instructional effectiveness (CAI treated elsewhere).

4. Knowledge of how to maximize academic learning time (Berliner, et al.) and quality of its use

5. Knowledge of how to instruct (and model for) students to be in charge of their own learning (metacognitive strategies) and develop understandings--not just rote learning.

Write notes you wish to keep here:

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How complete is coverage of this topic in your present program(s)?	None / Partial / Complete	0 1 2 3 4 5 6 7 8 9 10
Do you now have faculty who are well prepared to teach in this domain?	No / Partially / Yes	0 1 2 3 4 5 6 7 8 9 10
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No / Partially / Yes	0 1 2 3 4 5 6 7 8 9 10
How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need / Somewhat / Very Useful	0 1 2 3 4 5 6 7 8 9 10
Would it be useful to you if AACTE conducted special workshops in this area?	No / Somewhat / Yes	0 1 2 3 4 5 6 7 8 9 10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter XVII - Evaluation (as a mode of disciplined inquiry)

Basic concepts related to the teachers' role in the evaluation of learning/development, instructional effectiveness, and the improvement of education practice.

1. Applying valid and reliable principles and procedures to the evaluation of learning needs and learning progress, including knowledge of sources of information which help inform teacher decision-making; critieria that should be used when information is used for evaluation of individuals, groups, and programs; how numbers can be used to record and communicate information; techniques for developing, administering, and interpreting the results of classroom tests; the characteristics of standardized tests and how to interpret the scores they provide; techniques for manipulating test scores statistically to aid in their interpretation and use.

2. The moral and political nature of evaluation; consequences of irrational approaches to the evaluation of student needs and progress or communication of the results of evaluation.

Write notes you wish to keep here:

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	0	1	2	3	4	5	6	7	8	9	10	
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How complete is coverage of this topic in your present program(s)?	None				Partial							Complete
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Do you now have faculty who are well prepared to teach in this domain?	No				Partially							Yes
	0	1	2	3	4	5	6	7	8	9	10	
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No				Partially							Yes
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How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need				Somewhat							Very Useful
	0	1	2	3	4	5	6	7	8	9	10	
Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat							Yes
	0	1	2	3	4	5	6	7	8	9	10	

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter XVIII - Subject Specific Pedagogy

1. Knowledge of how to transform teacher understanding of a topic into forms that students can grasp and use to build their own understandings (Anderson, Smith & Roth (Science); Duffy, Roehler (Reading); P. Lanier (Math))

   a) How to generate alternative useful and powerful illustrations, demonstrations, examples and explanations that take into account the teachers as well as students' prior knowledge

   b) How to critically analyze particular curricular materials for accuracy and appropriateness for achieving specific purposes and objectives for particular learners

   c) How to tailor a learning opportunity that responds to a particular group of learners as well as individual learners; also teaching students to be adaptive to varying instructional situations.

   d) How to project the likely pitfalls of using certain approaches

   e) How to assess the probable misconceptions students may have in general as well as those of particular learners

   f) How to assess accuracy of students' developing understandings

2. Knowledge of moral and ethical questions related to specific teaching of content

   a) Consideration of ends, means, and consequences, i.e., consideration of connections between classroom activity and student learning

3. Knowledge of relationships between domains

Write notes you wish to keep here:

CLIP LINE: The questionnaire side will be returned at end of meeting to Workshop Coordinator

Do you agree on importance of this topic as part of the knowledge base for all teachers?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Dis-agreement				Some Div. of Opinion						Very High Agreement
	0	1	2	3	4	5	6	7	8	9	10
How complete is coverage of this topic in your present program(s)?	None				Partial						Complete
	0	1	2	3	4	5	6	7	8	9	10
Do you now have faculty who are well prepared to teach in this domain?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No				Partially						Yes
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How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need				Somewhat						Very Useful
	0	1	2	3	4	5	6	7	8	9	10
Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat						Yes
	0	1	2	3	4	5	6	7	8	9	10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter XIX - Knowledge of Skill Development.

Knowledge about reading (skill and comprehension) and writing needed by all teachers.

1. Trends in reading achievement and practice; prominent theories informing reading instruction (cognitive psychology, schema theory, and interactive model, automaticity and rapid lexical access, metacognition); instruction and evaluation (phonics, vocabulary, comprehension, studying text, wide reading)

2. Trends in writing achievement and practice; theoretical orientations and major constructs (competing models of composing, cognitive process models, social-cognitive or constructivist perspectives); implications for teaching (formal grammar and mechanics; sentence combining; prewriting, freewriting, heuristics, and procedure facilitation; peer response)

Write notes you wish to keep here:

CLIP LINE: The questionnaire side will be returned at end of meeting to Workshop Coordinator

Do you agree on importance of this topic as part of the knowledge base for all teachers?	No ... Partially ... Yes	0 1 2 3 4 5 6 7 8 9 10
How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Disagreement ... Some Div. of Opinion ... Very High Agreement	0 1 2 3 4 5 6 7 8 9 10
How complete is coverage of this topic in your present program(s)?	None ... Partial ... Complete	0 1 2 3 4 5 6 7 8 9 10
Do you now have faculty who are well prepared to teach in this domain?	No ... Partially ... Yes	0 1 2 3 4 5 6 7 8 9 10
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No ... Partially ... Yes	0 1 2 3 4 5 6 7 8 9 10
How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need ... Somewhat ... Very Useful	0 1 2 3 4 5 6 7 8 9 10
Would it be useful to you if AACTE conducted special workshops in this area?	No ... Somewhat ... Yes	0 1 2 3 4 5 6 7 8 9 10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter XX - Knowledge about Quantitative Thinking, Data Management, and Computer Technology (needed by all teachers across content areas).

1. Implications of learning theories for instruction to promote/maintain mathematical understanding and computational ability (Lesh, Dienes, Braner, constructivist)

2. Curricular considerations about use of quantitative ideas in teaching specialties: choice of computation/basic skills, use of problem solving, importance of estimation; role of technology, criteria for judging student accomplishment.

3. Relevant research (Carpenter, Steffe, Fuson, Van Hille, Rational Number Project).

Write notes you wish to keep here:

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How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Dis-agreement Some Div. of Opinion Very High Agreement 0 1 2 3 4 5 6 7 8 9 10
How complete is coverage of this topic in your present program(s)?	None Partial Complete 0 1 2 3 4 5 6 7 8 9 10
Do you now have faculty who are well prepared to teach in this domain?	No Partially Yes 0 1 2 3 4 5 6 7 8 9 10
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How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need Somewhat Very Useful 0 1 2 3 4 5 6 7 8 9 10
Would it be useful to you if AACTE conducted special workshops in this area?	No Somewhat Yes 0 1 2 3 4 5 6 7 8 9 10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter XXI - Knowledge about the Teachers' Functions.

Knowledge about the teachers' role in classroom guidance: meeting the overall needs of pupils related to psycho-social, value, and career development.

1. Problems associated with the separation of cognitive and affective development
2. Implications of theory and research regarding the overall needs of young people for instruction (Piaget, Dupont, Selman, Strom & Tennyson, Miller-Tiedeman, Hansen, Rest, etc.)
3. Collaborating with school counselors in dealing with diversity and special needs in the classroom.

Write notes you wish to keep here:

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	0	1	2	3	4	5	6	7	8	9	10	
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	0	1	2	3	4	5	6	7	8	9	10	
Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat							Yes
	0	1	2	3	4	5	6	7	8	9	10	

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter XXII -Knowledge of Professional Functions and Responsibilities

1. Professional communication and collaboration

   a) Communicating with students, parents, peers and community. Including reporting practices, understanding of differences among parents and families, etc.

   b) Consultation processes, collaboration and teaming--with specialists, teachers, parents, community agency personnel and others in solving problems and meeting needs of particular students. Includes referral processes, preparing individualized plans, formulation of policy, curriculum development, research and school improvement projects.

Write notes you wish to keep here:

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Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat						Yes
	0	1	2	3	4	5	6	7	8	9	10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter XXIII - Ethical and Legal Challenges

1. Contexts in which ethical and legal issues arise in teaching.

2. Legal rights and responsibilities of public school teachers including those legal mandates that govern public school teachers' daily activity:

   a. Conditions of employment (passage of examinations, residency requirements, health requirements)

   b. Curriculum issues (academic freedom, censorship, exemptions from state prescribed curriculum)

   c. Rights outside the classroom (freedom of expression, political activity, lifestyle choices)

   d. Relations with students (disciplinary matters, academic assessments, the duty to supervise)

   e. Liability of educators (pupil injuries, instructional negligence, violation of federal rights).

3. Moral obligations and ethical principles of proper professional conduct for educators (NEA Code of ethics, 1977-78; Strike and Soltis, 1985; Soltis, 1986; May-June, 1986 JTE).

Write notes you wish to keep here:

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How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need				Somewhat						Very Useful
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Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat						Yes
	0	1	2	3	4	5	6	7	8	9	10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

Chapter XXIV - Continuing Professional Growth

1. Managing one's own continuing professional development.
2. Inquiry in local situations--the school and the classroom as centers of inquiry. (See Eleanor Duckworth Harvard Ed. Review--issue on Teaching as Inquiry.)
3. How to create alternative conceptions of knowledge and teaching
4. Use of evaluation data to develop understandings of self
5. The teacher as reflective inquirer

Write notes you wish to keep here:

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Do you agree on importance of this topic as part of the knowledge base for all teachers?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?	Much Dis-agreement				Some Div. of Opinion						Very High Agreement
	0	1	2	3	4	5	6	7	8	9	10
How complete is coverage of this topic in your present program(s)?	None				Partial						Complete
	0	1	2	3	4	5	6	7	8	9	10
Do you now have faculty who are well prepared to teach in this domain?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
Do you have all necessary resources, including practicum sites, special materials (if any), etc., to teach effectively in this area?	No				Partially						Yes
	0	1	2	3	4	5	6	7	8	9	10
How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?	No need				Somewhat						Very Useful
	0	1	2	3	4	5	6	7	8	9	10
Would it be useful to you if AACTE conducted special workshops in this area?	No				Somewhat						Yes
	0	1	2	3	4	5	6	7	8	9	10

Are there particular subtopics in this domain that you think are especially important? Please discuss:

Please detail changes, restructuring or other ideas you would suggest for this topic:

APPENDIX B

TABLE 1. SUMMARY OF PERCENTAGES FOR CHAPTERS 3-6 FROM FOUR KBBT SURVEYS**

QUESTION 1: Do you agree on the importance of this topic as part of the knowledge base for all teachers?

NO 0 1 2 3 PARTIALLY 4 5 6 7 8 9 YES 10

		CH 3: SUBJECT MATTER 1	2	3	4	CH 4: GENERAL PEDAGOGY 1	2	3	4	CH 5: INSTR PSYCHOLOGY 1	2	3	4	CH 6: PRIN SOC & ANTHRO 1	2	3	4
0-3	NO			4.3	9.5			4.3								13.0	4.8
4-7	PARTIALLY	7.7	13.0	21.7	19.0	7.7		21.7	4.8			8.7	4.8	23.1	30.4	26.1	19.0
8-10	YES	92.3	82.6	69.5	71.4	92.3	100	69.5	90.5	92.3	95.6	91.3	95.2	77.0	69.5	52.2	76.2

QUESTION 2: How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?

Much Disagreement 0 1 2 3 Some Division of Opinion 4 5 6 7 Very High Agreement 8 9 10

		CH 3: SUBJECT MATTER 1	2	3	4	CH 4: GENERAL PEDAGOGY 1	2	3	4	CH 3 INSTR PSYCHOLOGY 1	2	3	4	CH 6: PRIN SOC & ANTHRO 1	2	3	4
0-3	DISAGREEM.	15.4		4.3	9.5	15.4		4.3				4.3		23.1	4.3	13.0	4.8
4-7	SOME DIV.	23.1	52.1	34.8	33.3	15.4	26.1	21.7	19.0	46.2	26.1	17.4	14.3	53.8	60.9	39.1	42.9
8-10	AGREEMENT	61.6	47.7	56.5	57.1	61.6	73.9	60.8	81.0	53.8	73.9	73.9	85.7	23.1	34.8	34.8	52.4

QUESTION 3: How complete is coverage of this topic in your present program(s)?

None 0 1 2 3 Partial 4 5 6 7 Complete 8 9 10

		CH 3: SUBJECT MATTER 1	2	3	4	CH 4: GENERAL PEDAGOGY 1	2	3	4	CH 5: INSTR PSYCHOLOGY 1	2	3	4	CH 6: PRIN SOC & ANTHRO 1	2	3	4
0-3	NONE		8.7	4.3	4.8				4.8	15.4		4.3		53.8	8.7	13.0	23.8
4-7	PARTIAL	69.2	56.5	52.2	71.4	69.2	52.2	30.4	47.6	46.2	52.2	39.1	38.1	46.2	73.9	56.5	66.6
8-10	COMPLETE	23.1	26.1	30.4	23.8	30.8	47.8	60.8	42.9	38.5	47.8	52.2	57.1		17.4	17.4	9.5

QUESTION 4: Do you now have faculty who are well prepared to teach in this domain?

NO 0 1 2 3 Partially 4 5 6 7 8 9 Yes 10

		CH 3: SUBJECT MATTER 1	2	3	4	CH 4: GENERAL PEDAGOGY 1	2	3	4	CH 5: INSTR PSYCHOLOGY 1	2	3	4	CH 6: PRIN SOC & ANTHRO 1	2	3	4
0-3	NO	7.7		8.7	9.5			4.3				4.3	4.8	30.8	13.0	8.7	19.0
4-7	PARTIALLY	46.2	43.5	34.8	33.3	69.2	43.5	17.4	33.3	53.8	34.8	34.8	38.1	61.5	56.5	47.8	47.6
8-10	YES	46.2	52.2	47.8	57.1	23.1	56.5	73.9	66.6	38.5	65.2	52.2	57.1	7.7	30.7	34.8	28.6

QUESTION 5: Do you have all necessary resources (including practicum sites, special materials, etc.) to teach effectively in this area?

No 0 1 2 3 Partially 4 5 6 7 8 9 Yes 10

		CH 3: SUBJECT MATTER 1	2	3	4	CH 4: GENERAL PEDAGOGY 1	2	3	4	CH 5: INSTR PSYCHOLOGY 1	2	3	4	CH 6: PRIN SOC & ANTHRO 1	2	3	4
0-3	NO	30.8		13.0	23.8	15.4		8.7	9.5	15.4		8.7	9.5	30.8		4.3	28.6
4-7	PARTIALLY	30.8	60.9	39.1	38.1	53.8	65.2	43.5	47.6	69.2	43.5	52.2	57.1	53.8	73.9	69.6	52.4
8-10	YES	30.8	39.1	39.1	33.3	30.8	34.8	34.8	38.1	15.4	56.5	30.4	28.5	15.4	26.1	13.0	19.0

QUESTION 6: How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?

No Need 0 1 2 3 Somewhat 4 5 6 7 Very Useful 8 9 10

		CH 3: SUBJECT MATTER 1	2	3	4	CH 4: GENERAL PEDAGOGY 1	2	3	4	CH 5: INSTR PSYCHOLOGY 1	2	3	4	CH 6: PRIN SOC & ANTHRO 1	2	3	4
0-3	No Need	7.7		8.7	14.3	7.7		13.0	9.5	15.4		8.7	14.3			21.7	19.0
4-7	Somewhat	53.8	34.8	21.7	28.6	61.5	34.8	17.4	28.6	38.5	34.8	21.7	33.3	46.2	47.8	26.1	23.8
8-10	Very Useful	38.5	65.2	65.2	57.1	30.8	65.2	65.2	61.9	46.5	65.2	65.2	52.4	53.9	52.2	47.8	57.1

QUESTION 7: Would it be useful to you if AACTE conducted special workshops in this area?

No 0 1 2 3 Somewhat 4 5 6 7 8 9 Yes 10

		CH 3: SUBJECT MATTER 1	2	3	4	CH 4: GENERAL PEDAGOGY 1	2	3	4	CH 5: INSTR PSYCHOLOGY 1	2	3	4	CH 6: PRIN SOC & ANTHRO 1	2	3	4
0-3	NO	15.4	8.7	17.4	23.8	7.7	8.7	13.0	14.3	7.7	8.7	13.0	23.8	7.7	13.0	21.7	23.8
4-7	SOMEWHAT	61.5	43.5	26.1	38.1	53.8	43.5	30.4	33.3	53.8	34.8	39.1	33.3	53.8	34.8	34.8	19.0
8-10	YES	23.1	47.8	52.2	38.1	38.5	43.5	52.2	52.4	38.5	52.2	43.5	42.9	38.5	47.8	34.8	57.1

**SURVEY SETTINGS: 1=NATIONAL 1 (N=13), 2=NATIONAL 2 (N=23), 3=STATE-WIDE (N=23), 4=UNIVERTSITY (N=21)

TABLE 2. SUMMARY OF PERCENTAGES FOR CHAPTERS 7-10 FROM FOUR KBDT SURVEYS**

QUESTION 1: Do you agree on the importance of this topic as part of the knowledge base for all teachers?

NO 0 1 2 3 PARTIALLY 4 5 6 7 8 9 YES 10

		CH 7: CLASSROOM MGT				CH 8: SELF REGULATION				CH 9: KNOWL OF LEARNERS				CH 10: PERS & SOC DEVEL			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
0-3	NO						11.8	16.6			5.9						
4-7	PARTIALLY		11.8		9.5	14.3	35.3	22.2	14.3	14.3	23.5	33.3	14.3		29.4	11.1	9.5
8-10	YES	100	88.2	100	90.5	85.7	52.9	50.0	83.3	85.7	70.6	55.5	85.7	100	70.6	83.3	85.7

QUESTION 2: How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?

Much Disagreement 0 1 2 3 Some Division of Opinion 4 5 6 7 Very High Agreement 8 9 10

		CH 7: CLASSROOM MGT				CH 8: SELF REGULATION				CH 9: KNOWL OF LEARNERS				CH 10: PERS & SOC DEVEL			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
0-3	DISAGREE		5.9		4.8		29.4	22.2			5.9	16.6			5.9		4.8
4-7	SOME	14.3	47.1	11.1	28.6	71.4	52.9	38.8	42.9	28.6	23.5	22.2	28.6		23.5	27.7	33.3
8-10	AGREE	85.7	47.1	83.3	66.6	28.6	17.6	22.2	33.3	71.4	70.6	50.0	71.4	100	70.6	55.5	57.1

QUESTION 3: How complete is coverage of this topic in your present program(s)?

None 0 1 2 3 Partial 4 5 6 7 Complete 8 9 10

		CH 7: CLASSROOM MGT				CH 8: SELF REGULATION				CH 9: KNOWL OF LEARNERS				CH 10: PERS & SOC DEVEL			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
0-3	NONE		11.8		19.0	14.3	35.3	38.8	19.0		17.6	16.6			17.6		9.5
5.9	PARTIAL	28.6	35.3	27.7	33.3	85.7	47.1	27.7	42.9	71.4	35.3	44.4	61.9	14.3	29.4	33.3	42.9
8-10	COMPLETE	57.1	52.9	66.6	42.9		23.5	33.3	19.0	28.6	47.1	27.7	28.6	85.7	52.9	50.0	33.3

QUESTION 4: Do you now have faculty who are well prepared to teach in this domain?

NO 0 1 2 3 Partially 4 5 6 7 8 9 Yes 10

		CH 7: CLASSROOM MGT				CH 8: SELF REGULATION				CH 9: KNOWL OF LEARNERS				CH 10: PERS & SOC DEVEL			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
0-3	NO		11.7	5.5	19.0		23.5	38.8			17.6	11.1	4.8		11.8		4.8
4-7	PARTIALLY	14.3	17.6	22.2	23.8	57.1	35.3	27.7	47.6	57.1	11.8	33.3	42.9	28.6	17.6	27.7	42.9
8-10	YES	85.7	70.6	66.6	57.1	42.9	41.2	16.6	38.1	42.9	76.5	38.8	52.4	71.4	70.6	55.5	47.6

QUESTION 5: Do you have all necessary resources (including practicum sites, special materials, etc.) to teach effectively in this area?

No 0 1 2 3 Partially 4 5 6 7 8 9 Yes 10

		CH 7: CLASSROOM MGT				CH 8: SELF REGULATION				CH 9: KNOWL OF LEARNERS				CH 10: PERS & SOC DEVEL			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
0-3	NO	28.6	29.4	11.1	4.8	14.3	29.4	16.6		14.3	23.5	16.6	4.8	28.6	17.6	5.6	4.8
4-7	PARTIALLY	28.6	29.4	44.4	28.6	85.7	29.4	38.8	52.4	71.4	35.3	38.8	61.9	42.8	47.1	44.4	47.6
8-10	YES	42.9	41.2	44.4	38.1		41.2	22.2	23.8	14.3	41.2	22.2	19.0	28.6	35.3	27.7	28.6

QUESTION 6: How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?

No Need 0 1 2 3 Somewhat 4 5 6 7 Very Useful 8 9 10

		CH 7: CLASSROOM MGT				CH 8: SELF REGULATION				CH 9: KNOWL OF LEARNERS				CH 10: PERS & SOC DEVEL			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
0-3	No Need		17.6	11.1	14.3	14.3	29.4	5.5	4.8	14.3	29.4	16.6	14.3		23.5	22.2	9.5
4-7	Somewhat	42.9	23.5	16.6	38.1	28.6	29.4	16.6	38.1	14.3	35.3	16.6	42.9	28.6	29.4	22.2	23.8
8-10	Very Useful	57.1	58.8	72.2	42.9	57.1	41.2	66.6	42.9	71.4	35.3	44.4	42.9	71.4	47.1	38.8	57.1

QUESTION 7: Would it be useful to you if AACTE conduoted special workshops in this area?

No 0 1 2 3 Somewhat 4 5 6 7 8 9 Yes 10

		CH 7: CLASSROOM MGT				CH 8: SELF REGULATION				CH 9: KNOWL OF LEARNERS				CH 10: PERS & SOC DEVEL			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
0-3	NO		35.3	16.6	14.3	14.3	35.3	11.1	4.8	14.3	35.3	16.6	23.8	14.3	29.4	22.2	14.3
4-7	SOMEWHAT	14.3	17.6	16.6	38.1	28.6	35.3	11.1	42.9	28.6	41.2	22.2	28.6		41.2	38.8	33.3
8-10	YES	85.7	47.1	66.6	42.9	57.1	29.4	66.6	38.1	57.1	23.5	44.4	42.9	85.7	29.4	33.3	42.6

**SURVEY SETTINGS: 1=NATIONAL 1 (N=7), 2=NATIONAL 2 (N=17), 3=STATE-WIDE (N=18), 4=UNIVERTSITY (N=21)

TABLE 3. SUMMARY OF PERCENTAGES FOR CHAPTERS 11-14 FROM FOUR KBBT SURVEYS**

QUESTION 1: Do you agree on the importance of this topic as part of the knowledge base for all teachers?

NO 0 1 2 3 PARTIALLY 4 5 6 7 8 9 YES 10

		CH 11: CHILDREN AT RISK 1	2	3	4	CH 12: SOCPOL CONTEXTS 1	2	3	4	CH 13: SCHOOL DISTRICT 1	2	3	4	CH 14: HOW SCHOOLS WORK 1	2	3	4
0-3	NO		7.1	4.3		9.1	7.1	13.0		45.5	7.1	34.8	8.7	9.1		21.7	4.3
4-7	PARTIALLY	18.1	14.3	13.0	17.4	63.6	35.7	26.1	13.0	45.5		47.8	34.8	45.5	7.1	17.4	17.4
8-10	YES	81.8	64.3	82.6	82.6	27.3	28.6	60.9	87.0	9.1	21.4	17.4	52.2	45.5	28.6	60.9	78.3

QUESTION 2: How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?

Much Dis-agreement 0 1 2 3 Some Division of Opinion 4 5 6 7 Very High Agreement 8 9 10

		CH 11: CHILDREN AT RISK 1	2	3	4	CH 12: SOCPOL CONTEXTS 1	2	3	4	CH 13: SCHOOL DISTRICT 1	2	3	4	CH 14: HOW SCHOOLS WORK 1	2	3	4
0-3	DISAGREE	9.1	7.1	13.0				13.0	4.3	18.2	7.1	21.7	4.3	8.7		21.7	4.3
4-7	SOME	36.4	21.4	34.8	43.5	72.7	21.4	47.8	43.5	63.6		43.5	69.6	26.1	7.1	34.8	60.9
8-10	AGREE	54.5	71.4	47.8	56.5	27.3	42.9	34.9	52.2	9.1	21.4	30.4	21.7	13.0	28.6	34.8	21.7

QUESTION 3: How complete is coverage of this topic in your present program(s)?

None 0 1 2 3 Partial 4 5 6 7 Complete 8 9 10

		CH 11: CHILDREN AT RISK 1	2	3	4	CH 12: SOCPOL CONTEXTS 1	2	3	4	CH 13: SCHOOL DISTRICT 1	2	3	4	CH 14: HOW SCHOOLS WORK 1	2	3	4
0-3	NONE	18.2		8.7	21.7	9.1	7.1	8.7	17.4	45.5		21.7	17.4	9.1		17.4	21.7
4-7	PARTIAL	36.4	71.4	56.5	30.4	63.6	21.4	78.3	52.2	54.5	7.1	56.5	56.5	30.4	14.3	60.9	52.2
8-10	COMPLETE	45.5	28.6	30.4	47.8	27.3	21.4	13.0	26.1		21.4	13.0	21.7	21.7	21.4	17.4	26.1

QUESTION 4: Do you now have faculty who are well prepared to teach in this domain?

NO 0 1 2 3 4 Partially 5 6 7 8 9 Yes 10

		CH 11: CHILDREN AT RISK 1	2	3	4	CH 12: SOCPOL CONTEXTS 1	2	3	4	CH 13: SCHOOL DISTRICT 1	2	3	4	CH 14: HOW SCHOOLS WORK 1	2	3	4
0-3	NO	18.2		13.0	17.4	18.2	7.1	8.7	13.0	9.1		13.0	17.4			13.0	13.0
4-7	PARTIALLY	27.3	14.3	26.1	30.4	45.5	14.3	47.8	39.1	63.6	7.1	34.8	34.8	54.5	7.1	47.8	43.5
8-10	YES	54.5	85.7	56.5	52.2	36.6	35.7	43.5	43.5	27.3	21.4	43.5	43.5	21.7	28.6	34.8	43.5

QUESTION 5: Do you have all necessary resources (including practicum sites, special materials, etc.) to teach effectively in this area?

No 0 1 2 3 Partially 4 5 6 7 8 9 Yes 10

		CH 11: CHILDREN AT RISK 1	2	3	4	CH 12: SOCPOL CONTEXTS 1	2	3	4	CH 13: SCHOOL DISTRICT 1	2	3	4	CH 14: HOW SCHOOLS WORK 1	2	3	4
0-3	NO		7.1	17.4	21.7	18.2		21.7	21.7	9.1		17.4	30.4	9.1		17.4	17.4
4-7	PARTIALLY	63.6	42.9	65.2	47.8	63.6	21.4	43.5	43.5	54.5	7.1	30.4	43.5	54.5	7.1	43.5	65.2
8-10	YES	36.4	50.0	13.0	30.4	9.1	35.7	21.7	30.4	27.3	21.4	39.1	17.4	27.3	28.6	21.7	17.4

QUESTION 6: How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?

No Need 0 1 2 3 Somewhat 4 5 6 7 Very Useful 8 9 10

		CH 11: CHILDREN AT RISK 1	2	3	4	CH 12: SOCPOL CONTEXTS 1	2	3	4	CH 13: SCHOOL DISTRICT 1	2	3	4	CH 14: HOW SCHOOLS WORK 1	2	3	4
0-3	No Need		7.1	21.7	8.7	18.2	14.3	26.1	17.4	27.3	14.3	30.4	17.4	9.1	7.1	30.4	8.7
4-7	Somewhat	36.4	28.6	13.0	34.8	36.4	21.4	26.1	34.8	63.6		30.4	43.5	54.5		13.0	43.5
8-10	Very Useful	63.6	64.3	65.2	56.5	36.4	21.4	47.8	43.5	9.1	14.3	30.4	34.8	27.3	28.6	47.8	47.8

QUESTION 7: Would it be useful to you if AACTE conducted special workshops in this area?

No 0 1 2 3 Somewhat 4 5 6 7 8 9 Yes 10

		CH 11: CHILDREN AT RISK 1	2	3	4	CH 12: SOCPOL CONTEXTS 1	2	3	4	CH 13: SCHOOL DISTRICT 1	2	3	4	CH 14: HOW SCHOOLS WORK 1	2	3	4
0-3	NO	9.1	21.4	30.4	21.7	36.4		34.8	30.4	54.5	14.3	43.5	30.4	27.3	7.1	17.4	13.0
4-7	SOMEWHAT	81.8	28.6	21.7	30.4	54.5	14.3	30.4	39.1	45.5		30.4	39.1	63.6		17.4	47.8
8-10	YES	9.1	50.0	43.5	47.8	9.1	35.7	34.8	26.1		14.3	17.4	26.1		21.4	21.7	39.1

**SURVEY SETTINGS: 1=NATIONAL 1 (N=11), 2=NATIONAL 2 (N=14), 3=STATE-WIDE (N=23), 4=UNIVERTSITY (N=23)

TABLE 4. SUMMARY OF PERCENTAGES FOR CHAPTERS 15-18 FROM FOUR KBBT SURVEYS**

QUESTION 1: Do you agree on the importance of this topic as part of the knowledge base for all teachers?

NO 0 1 2 3 PARTIALLY 4 5 6 7 8 9 YES 10

		CH 15: KNOWL OF INSTR 1	2	3	4	CH 16: INTERACT TEACHING 1	2	3	4	CH 17: EVALUATION 1	2	3	4	CH 18: SUBJ-SPECIFIC PED 1	2	3	4
4-7	PARTIALLY	7.1	7.1	4.8	4.8		14.3					14.3	9.5	7.1		4.8	4.8
8-10	YES	92.9	92.9	95.2	95.2	100	85.7	95.2	100	100	100	76.2	90.5	92.9	100	85.7	95.2

QUESTION 2: How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?

Much Disagreement 0 1 2 3 Some Division of Opinion 4 5 6 7 Very High Agreement 8 9 10

		CH 15: KNOWL OF INSTR 1	2	3	4	CH 16: INTERACT TEACHING 1	2	3	4	CH 17: EVALUATION 1	2	3	4	CH 18: SUBJ-SPECIFIC PED 1	2	3	4
0-3	DISAGREE								4.8				4.8				
4-7	SOME	50.0	35.7	19.0	9.5	21.4	21.4	14.3	19.0	35.7	21.4	42.9	33.3	28.6	21.4	38.1	19.0
8-10	AGREE	50.0	64.3	81.0	90.5	78.6	78.6	81.0	76.2	64.3	78.6	47.6	61.9	71.4	78.6	57.1	81.0

QUESTION 3: How complete is coverage of this topic in your present program(s)?

None 0 1 2 3 Partial 4 5 6 7 Complete 8 9 10

		CH 15: KNOWL OF INSTR 1	2	3	4	CH 16: INTERACT TEACHING 1	2	3	4	CH 17: EVALUATION 1	2	3	4	CH 18: SUBJ-SPECIFIC PED 1	2	3	4
0-3	NONE							4.8	9.5	14.3		9.5	14.3	14.3	7.1		9.5
4-7	PARTIAL	57.1	50.0	33.3	47.6	50.0	42.9	23.8	38.1	35.7	50.0	47.6	42.9	71.4	42.9	52.4	33.3
8-10	COMPLETE	42.9	50.0	66.6	52.4	50.0	57.1	66.6	52.4	50.0	50.0	33.3	42.9	21.4	50.0	38.1	57.1

QUESTION 4: Do you now have faculty who are well prepared to teach in this domain?

NO 0 1 2 3 Partially 4 5 6 7 8 9 Yes 10

		CH 15: KNOWL OF INSTR 1	2	3	4	CH 16: INTERACT TEACHING 1	2	3	4	CH 17: EVALUATION 1	2	3	4	CH 18: SUBJ-SPECIFIC PED 1	2	3	4
0-3	NO							4.8	4.8	7.1		9.5		7.1		4.8	4.8
4-7	PARTIALLY	28.6	28.6	28.6	9.5	42.9	35.7	28.6	28.6	35.7	28.6	42.9	19.0	50.0	28.6	47.6	23.8
8-10	YES	64.3	57.1	52.4	90.5	57.1	64.3	61.9	66.6	57.1	71.4	47.6	81.0	42.9	71.4	33.3	71.4

QUESTION 5: Do you have all necessary resources (including practicum sites, special materials, etc.) to teach effectively in this area?

No 0 1 2 3 Partially 4 5 6 7 8 9 Yes 10

		CH 15: KNOWL OF INSTR 1	2	3	4	CH 156: INTERACT TEACHING 1	2	3	4	CH 17: EVALUATION 1	2	3	4	CH 18: SUBJ-SPECIFIC PED 1	2	3	4
0-3	NO	7.1		4.8	9.5	7.1		9.5	14.3	14.3	7.1	19.0	4.8	14.3	7.1	23.8	19.0
4-7	PARTIALLY	7.1	42.9	52.4	42.9	28.6	57.1	33.3	47.6	35.7	35.7	23.8	61.9	21.4	42.9	38.1	38.1
8-10	YES	85.7	57.1	42.9	47.6	64.3	42.9	52.4	33.3	50.0	57.1	42.9	33.3	64.3	50.0	33.3	42.9

QUESTION 6: How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?

No Need 0 1 2 3 Somewhat 4 5 6 7 Very Useful 8 9 10

		CH 15: KNOWL OF INSTR 1	2	3	4	CH 16: INTERACT TEACHING 1	2	3	4	CH 17: EVALUATION 1	2	3	4	CH 18: SUBJ-SPECIFIC PED 1	2	3	4
0-3	No Need	7.1		9.5	19.0		7.1	9.5	19.0		7.1	23.8	9.5	7.1		14.3	19.0
4-7	Somewhat	50.1	28.6	42.9	33.3	42.8	21.4	38.1	28.6	28.6	28.5	4.8	19.0	7.1	28.6	19.0	28.6
8-10	Very Useful	42.9	71.4	47.6	47.6	57.1	71.4	42.9	52.4	71.4	64.3	57.1	71.4	85.7	71.4	61.9	52.4

QUESTION 7: Would it be useful to you if AACTE conducted special workshops in this area?

No 0 1 2 3 Somewhat 4 5 6 7 8 9 Yes 10

		CH 15: KNOWL OF INSTR 1	2	3	4	CH 16: INTERACT TEACHING 1	2	3	4	CH 17: EVALUATION 1	2	3	4	CH 18: SUBJ-SPECIFIC PED 1	2	3	4
0-3	NO	7.1	7.1	23.8	28.6		21.4	14.3	28.6		14.3	23.8	23.8	7.1	14.3	23.8	28.6
4-7	SOMEWHAT	57.1	35.7	38.1	38.1	50.0	21.4	42.9	23.8	35.7	28.6	14.3	33.3	28.6	21.4	23.8	47.6
8-10	YES	28.6	57.1	33.3	33.3	50.0	57.1	33.3	47.6	64.3	57.1	47.6	42.9	64.3	64.3	47.6	23.8

**SURVEY SETTINGS: 1=NATIONAL 1 (N=14), 2=NATIONAL 2 (N=14), 3=STATE-WIDE (N=21), 4=UNIVERTSITY (N=21)

TABLE 5. SUMMARY OF PERCENTAGES FOR CHAPTERS 19-24 FROM FOUR KBBT SURVEYS**

QUESTION 1: Do you agree on the importance of this topic as part of the knowledge base for all teachers?

NO 0 1 2 3 PARTIALLY 4 5 6 7 8 9 YES 10

		CH19: KNOWL HEAD-WRITE				CH20: QUANT THINKING				CH21: CLASSRM GUIDANCE				CH22: PROF FUNC & RESPON				CH23: ETHICAL & LEGAL				CH24: CONT PROF GROWTH			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
0-3	NO			9.1	9.1			4.5	4.5	22.2		4.5					4.5			4.5				4.5	4.5
4-7	PARTIALLY		37.5	22.7	13.6	44.4	37.5	36.4	31.8	55.5	12.5	45.5	13.6	44.4	12.5	27.3	18.2	22.2	25.0	13.6	9.1	33.3		36.4	27.3
8-10	YES	100	62.5	72.7	77.3	33.3	62.5	59.1	63.6	22.2	87.5	50.0	86.4	44.4	87.5	72.7	77.3	77.7	75.0	81.8	90.9	55.5	100	59.1	68.2

QUESTION 2: How much agreement do you think there would be among faculty in your program(s) about the importance of this topic?

Much Disagreement 0 1 2 3 Some Division of Opinion 4 5 6 7 Very High Agreement 8 9 10

		CH19: KNOWL HEAD-WRITE				CH20: QUANT THINKING				CH21: CLASSRM GUIDANCE				CH22: PROF FUNC & RESPON				CH23: ETHICAL & LEGAL				CH24: CONT PROF GROWTH			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
0-3	DISAGREE			9.1	9.1	11.1		18.2	18.2	33.3	12.5		4.5				4.5		12.5	4.5	4.5	11.1		18.2	18.2
4-7	SOME	66.6	50.0	27.3	36.4	44.4	37.5	59.1	40.9	44.4		50.0	36.4	55.5	12.5	36.4	40.9	33.3	12.5	22.7	22.7	55.5	37.5	45.5	31.8
8-10	AGREE	33.3	50.0	59.1	50.0	22.2	62.5	18.2	40.9	22.2	87.5	45.5	54.5	33.3	87.5	63.6	50.0	66.6	75.0	72.7	68.2	22.1	62.5	31.8	50.0

QUESTION 3: How complete is coverage of this topic in your present program(s)?

None 0 1 2 3 Partial 4 5 6 7 Complete 8 9 10

		CH19: KNOWL HEAD-WRITE				CH20: QUANT THINKING				CH21: CLASSRM GUIDANCE				CH22: PROF FUNC & RESPON				CH23: ETHICAL & LEGAL				CH24: CONT PROF GROWTH			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
0-3	NONE	11.1		9.1	27.3	11.1	25.0	27.3	31.8	33.3			18.2	11.1		18.2	18.2	11.1	12.5	13.6	18.2	11.1		18.2	27.3
4-7	PARTIAL	44.4	62.5	45.5	50.0	33.3	62.5	40.9	45.5	66.6	50.0	54.5	50.0	55.5	50.0	50.0	59.1	44.4	37.5	59.1	63.6	66.6	75.0	59.1	68.2
8-10	COMPLETE	44.4	12.5	45.5	13.6	33.3	12.5	27.3	22.7		50.0	36.4	31.8	22.2	50.0	31.8	22.7	44.4	50.0	27.3	18.2		25.0	18.2	4.5

QUESTION 4: Do you now have faculty who are well prepared to teach in this domain?

NO 0 1 2 3 Partially 4 5 6 7 8 9 Yes 10

		CH19: KNOWL HEAD-WRITE				CH20: QUANT THINKING				CH21: CLASSRM GUIDANCE				CH22: PROF FUNC & RESPON				CH23: ETHICAL & LEGAL				CH24: CONT PROF GROWTH			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
0-3	NO	11.1		9.1	18.2	11.1		18.2	22.7	22.2	12.5		18.2		12.5	9.1	18.2			9.1	9.1			18.2	22.7
4-7	PARTIALLY	11.1	25.0	31.8	45.5	22.2	50.0	40.9	27.3	55.5	25.0	31.8	27.3	55.5	25.0	54.5	22.7	33.3	37.5	45.5	54.5	44.4	62.5	50.0	36.4
8-10	YES	77.7	75.0	54.5	31.8	44.4	50.0	36.4	50.0	22.2	62.5	63.6	54.5	33.3	50.0	36.4	59.1	66.6	62.5	45.5	27.3	22.2	37.5	31.8	36.4

QUESTION 5: Do you have all necessary resources (including practicum sites, special materials, etc.) to teach effectively in this area?

No 0 1 2 3 Partially 4 5 6 7 8 9 Yes 10

		CH19: KNOWL HEAD-WRITE				CH20: QUANT THINKING				CH21: CLASSRM GUIDANCE				CH22: PROF FUNC & RESPON				CH 23: ETHICAL & LEGAL				CH24: CONT PROF GROWTH			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
0-3	NO	22.2	25.0	18.2	27.3			27.3	31.8	44.4	12.5	9.1	22.7			22.7	9.1		12.5	18.2	13.6			27.3	36.4
4-7	PARTIALLY	22.2	50.0	36.4	50.0	33.3	62.5	54.5	40.9	33.3	37.5	59.1	59.1	55.5	37.5	68.2	72.7	55.5	37.5	54.5	59.1	55.5	62.5	45.5	45.5
8-10	YES	55.5	25.0	40.9	22.7	44.4	37.5	18.2	27.3	33.3	50.0	27.3	18.2	33.3	62.5	9.1	13.6	33.3	37.5	27.3	27.3	11.1	37.5	27.3	18.2

QUESTION 6: How useful would it be to you (your program) to have a series of publications developed nationally for distribution on this topic?

No Need 0 1 2 3 Somewhat 4 5 6 7 Very Useful 8 9 10

		CH19: KNOWL HEAD-WRITE				CH20: QUANT THINKING				CH21: CLASSRM GUIDANCE				CH22: PROF FUNC & RESPON				CH 23: ETHICAL & LEGAL				CH24: CONT PROF GROWTH			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
0-3	No Need	22.2	12.5	18.2	18.2	22.2	12.5	18.2	18.2	33.3	12.5	27.3	18.2			12.5	18.2		25.0	18.2	13.6			12.5	27.3	13.6
4-7	Somewhat	11.1	37.5	31.8	36.4	11.1	37.5	40.9	45.5	22.2	25.0	31.8	31.8	44.4	50.0	45.5	50.0	44.4	25.0	22.7	31.8	33.3	25.0	27.3	36.4
8-10	Very Useful	66.6	50.0	40.9	45.5	44.4	50.0	36.4	36.4	44.4	62.5	40.9	50.0	44.4	37.5	36.4	40.9	55.5	50.0	59.1	54.5	44.4	62.5	45.5	50.0

QUESTION 7: Would it be useful to you if AACTE conducted special workshops in this area?

No 0 1 2 3 Somewhat 4 5 6 7 8 9 Yes 10

		CH19: KNOWL HEAD-WRITE				CH20: QUANT THINKING				CH21: CLASSRM GUIDANCE				CH22: PROF FUNC & RESPON				CH23: ETHICAL & LEGAL				CH24: CONT PROF GROWTH			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
0-3	NO	33.3	25.0	31.8	27.3	33.3	12.5	22.7	22.7	33.3	25.0	22.7	31.8	22.2	37.5	31.8	18.2		25.0	27.3	18.2	11.1	25.0	45.5	13.6
4-7	SOMEWHAT	11.1	37.5	27.3	27.3	11.1	75.0	40.9	45.5	44.4	50.0	40.9	27.3	33.3	50.0	40.9	54.5	44.4	50.0	31.8	31.8	33.3	37.5	18.2	36.4
8-10	YES	44.4	37.5	31.8	45.5	33.3	12.5	31.8	31.8	22.2	25.0	31.8	40.9	33.3	12.5	27.3	27.3	55.5	25.0	40.9	50.0	33.3	37.5	36.4	50.0

**SURVEY SETTINGS: 1=NATIONAL 1 (N=9), 2=NATIONAL 2 (N=8), 3=STATE-WIDE (N=22), 4=UNIVERTSITY (N=22)

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